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ABSTRACT

This study examines attitude changes among 30 college-bound high school seniors in California regarding prejudice and racism. Students were pre-tested using a 60-item Likert-style opinionnaire, received instruction about tolerance of differences and were post-tested immediately following the 3-week unit of instruction, which included reading and viewing multicultural material and performing exercises in critical thinking, esteem, and personal reflection. The findings of the study showed increased awareness and tolerance in the attitudes of the students. Student attitudes changed on a number of questions, as reflected on the post-test. A literature review and a copy of the opinionnaire are included as well as a data table showing post-test results for 10 items. (Contains 29 references.) (DB)

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TEACHING TOLERANCE: PREJUDICE AWARENESS AND REDUCTION IN SECONDARY SCHOOLS

BY

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A Thesis Presented to the Faculty of the Dominican College Department of Education in Partial Fulfillment of the Requirements for the Degree of Master of Science in Education: Curriculum and Instruction.

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ABSTRACT

This study examines attitude change among college bound high school seniors regarding prejudice and racism. Students were pre-tested using an opinionnaire, received instruction in tolerance of differences, and were post-tested immediately following instruction. Findings show increased awareness and tolerance. Extensive literature review, references, results, and opinionnaire included.

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Teaching Tolerance: Prejudice Awareness and Reduction in Secondary Schools

Introduction

Learning to function successfully in today's multi-cultural society can be a difficult task. American society is a complex mixture of people from different racial, ethnic, educational and socioeconomic backgrounds. To succeed in this ever changing society, people must learn to work and live together in harmony. Exploring the roots and causes of prejudice on a general and personal basis is necessary to build tolerance and increase understanding of others. The vehicle needed for this can be found in our public education system. Classroom instructional time can be used in conjunction with the academic subject at hand for anti-prejudice teaching.

Statement of the Problem

What is the effect of instruction on high school students' attitudes towards prejudice and racism? Before answering this question, it is important to clarify the terms used in this paper. Instruction includes, but is not limited to, reading multi-cultural literature, applying critical thinking skills, viewing video presentations, performing esteem building exercises and exercising personal reflection. Attitudes are defined with regard to personal feelings about self and cultural groups different from self. Prejudice is defined as an opinion for or against someone without adequate knowledge about that person. Racism takes many forms and definitions, for the purpose of this paper however, the term racism is defined as the belief that some races are inherently superior to others or discrimination based on that belief.

Rationale

As we approach the twenty-first century, incidents of racially motivated violence are increasing. People need to learn to work with, not against, each other. In order to address the way people can learn to cooperate, one may refer to the behavioristic model of psychology. The behavioristic model offers one perspective on learning. Developed by Watson and expanded by Skinner, behaviorism serves as a theoretical framework for behavior modification. Skinner believes that human behavior can be best managed by appropriate manipulation of the environment (Fernald & Fernald, 1978). Therefore, if educational experiences can be successfully manipulated, attitudes regarding prejudice and racism can be altered. Piaget argues that knowledge acquisition is an active process through which individuals come to know about the world through their interactions with it (Fernald & Fernald, 1978). Educational experiences that offer students insight to their attitudes, may reduce incidents of prejudice and racism.

Background and Need

Discussion-group teaching can change attitudes and behavior of students (Gage & Berliner, 1988). Because discussions are public, when students participate in a discussion, they commit themselves to points of view. Class discussions have been found to promote positive attitudes toward Native Americans among fifth-graders and greater expressed tolerance for racial groups among sixth-graders (Gage et al, 1988). Class discussion, participation in research problems and exposure to information

can help students make educated decisions with regard to their feelings, attitudes, and personal biases.

Lowe recommends further study with additional instruments and with participating students at different phases in their high school careers (Lowe, 1973). Further efforts are needed to undo racism in a increasingly culturally pluralistic society (Bowler, 1982).

REVIEW OF LITERATURE

Incidents of racially motivated violence have been increasing in recent years. While some argue that only the act of reporting incidents has been increasing, others believe that as this nation becomes increasingly diverse, intolerance of others is rising at an alarming rate.

Commentaries

Prejudice begins in early childhood. Stereotyping in the media and children's books lay a foundation for prejudiced adults. For example, children's stories such as "Cinderella", "Hansel and Gretel", and "Snow White" portray physical deformities, disabilities and ugliness synonymously with evil. Religious fundamentalism is also blamed for discouraging acceptance of others with beliefs differing from one's own. Some suggested strategies for reducing prejudice include activities that increase social contact between groups such as cooperative learning, activities that improve student self esteem, cited is a clear relationship between degree of prejudice and an individual's self-esteem, activities to increase cognitive sophistication and

activities to increase empathy and understanding for members of other groups (Byrnes, 1988).

In most cases of bigoted violence in the United States, teenagers are the culprits. Racially related competition for jobs, college entrance, and financial assistance are cited as some reasons for this problem. Other reasons include a decline in parental responsibility for their children's actions and the lack of personal knowledge of today's youth regarding past struggles for justice and equality. A suggestion for improvement is promoting respect for ethnic and religious diversity through the educational system (Levine, 1990).

Not discussing or ignoring racism sends signals to students that racism is acceptable, or at least a trivial issue. Teachers can combat racist behavior by setting clear expectations of students, acting as a positive role model, punishing racist behaviors and honoring pluralism (Pollard, 1989).

Alleviating racial tensions requires a commitment to challenge racism through the practice of teaching. The anti-racist commitment should be part of the wider objective of making all courses sensitive to issues of gender, race and class. Geography classes appear to lend themselves very well to anti-racist teaching (Jackson, 1989).

Many sociologists argue that racism is taking on new forms instead of disappearing. Even though legal discrimination has been outlawed, racism and discrimination are being firmly embedded in the structure of power and institutions in the United States. The economic and educational opportunities still seem to favor "non" minorities. Though there are

programs in place to combat this, discrimination is working through other channels (Winkler, 1991).

In examining prejudice reduction strategies, one must realize that most students find comfort in admitting that "we're all prejudiced". An Anti-Defamation League study noted that by the age of twelve, children have already developed a complete set of stereotypes about every ethnic, racial and religious group in society. However, the students are not too old for significant attitudinal changes and are old enough to engage in the process of self-discovery. Therefore, counteraction strategies are possible for the next few years of adolescence. Social studies teachers can help by demonstrating serious attention, tenacity and commitment to the cause of reducing racism. A strategy that can be employed in this process includes the development of critical and analytical abilities of students. Research has clearly indicated that children who are cognitively sophisticated are far less likely to become prejudiced adults. Cooperative learning is cited as a productive strategy. When young people get to know each other well enough to discover essential similarities where they had previously seen differences, their prejudices will crumble (Sonnenschein, 1988).

Cooperative learning has been recommended as a successful prejudice reduction activity. Allport developed a Continuum of Social Relationships Among Human Groups:

Friendly --Cooperation

| --Respect

| --Tolerance

| --Predilection

| --Prejudice

| --Discrimination

Hostile --Scapegoating

If education focused on the positive end of Allport's continuum, one could eliminate prejudice (Conard, 1988).

Action Plans

To begin treating prejudice, one must define the term. To be prejudiced is to have "prejudged" without just grounds or sufficient knowledge. Critical thinking is the antithesis of prejudicial thinking. The

school system can take an active role in promoting critical thinking. There are ten dispositions essential to developing critical thinking skills: (1). Intellectual curiosity (2). Objectivity (3). Open-mindedness (4). Flexibility (5). Intellectual skepticism (6). Intellectual honesty (7). Being systematic (8). Persistence (9). Decisiveness (10). Respect for other viewpoints. In order to foster the above critical thinking dispositions, a climate of trust and respect, a "community of inquiry", a balance between teacher talk and student talk, success and self-esteem, and an emphasis on thinking about thinking must exist in the classroom. With those tools in place, educators can contribute to building a prejudice-free society (Walsh, 1988).

In addition to the above listed tools, there are other strategies and approaches that may be used for prejudice reduction. One of the most promising approaches mentioned is cooperative learning. Along with cooperative learning are audiovisual approaches. Films can reduce prejudice when students can identify with characters who model appropriate behavior. Cognitive approaches work when addressing high level thinking skills and so do direct approaches, but they must be scholarly (Pate, 1988).

Numerous scholars have equated racism to a disease. Like a disease, racism needs a treatment plan. Cognitive dissonance is the unpleasant state that arises when an individual holds inconsistent beliefs or cognitions. Cognitive dissonance is blamed as an underlying contributor to this particular disease. The treatment plan includes cooperative learning, education, and individual counseling sessions (Skillings & Dobbins, 1991).

Many cross-cultural training models share certain characteristics. The main shared characteristics are: (1). The basic assumption that ethnic and cultural background significantly influences the students' world view and the way in which they experience and understand life and problems (2). Emphasis on learning about various cultural groups so there is understanding of that group's perceptions. (3). Focus on teaching counseling skills and interventions appropriate for various ethnic groups. The missing link, however, is the examination of one's own racism. This is important when educating people, with prejudice reduction as the expected out come (Corvin & Wiggins, 1989).

Sometimes, presenting basic facts to a high level thinker can effectiveiy reduce prejudicial attitudes. A professor at the University of California - Davis found that an extremely effective approach to the issues of racial and ethnic prejudice is the presentation of a few well established biological facts. As most students are unaware of these facts, many indicate on course evaluations that these particular facts caused them to reconsider their beliefs and to reexamine their prejudices (Edlin, 1990).

Jane Elliot is a pioneer in the field of prejudice reduction. Thirty years ago she attempted to sensitize her students to the pain of discrimination using a simulation game "Brown eyes, Blue eyes". Another pioneer, Wilson, in 1969 permitted children to arbitrarily discriminate against each other according to the color of ribbon they wore. Recent literature suggests that teachers using effective strategies in the classroom can lessen racial prejudice. The traditional approach is informational, but interaction in one's social environment is most effective in modifying attitudes. Experiential activity,

letting students feel how it is to be treated unjustly without recourse. is the most effective strategy (Guyton & Fielstein, 1991).

As mentioned previously, developing cognitive sophistication and increasing self-esteem in students is important for prejudice reduction. Students who think, reason and question are less likely to exhibit stereotyping behavior, to discriminate, or to seek scapegoats to conform to peer pressures. Integrating prejudice reduction into instruction is vital. In doing so, one must focus on development of thinking skills as a means of reducing prejudice rather than imposing additional demands on teachers. Also, students must be engaged as full partners in the process. Suggestions for material: Night and discussion of the Holocaust (Gabelko, 1988).

One unit that was used in a junior high school addressed attitudes toward disabilities and exceptionalities. Objectives included understanding the terms and understanding the ways in which society creates barriers and attitudes. The results were gratifying and exemplified the receptivity of the students to subject matter of such a personal nature (Sapon-Shevin, 1988).

Many students feel strongly about such subjects. In fact, students at a high school in Ann Arbor, Michigan, undertook the task of discovering the underlying issues of racism and developing a treatment plan. These students developed a survey and administered it. The four major themes these students explored were social and academic segregation, institutionalized discrimination or tracking, reverse discrimination, and stereotyping. Recommendations were that follow up activities include class discussions and workshops, the school district reevaluate policies with regard to tracking

in an effort to abolish tracking, students be required to take a course that would expose them to issues related to racial oppression in the United States, and to establish a task force to evaluate curriculum from a multi-cultural perspective (Polakow-Suransky & Ulaby, 1990).

Research Studies

A study conducted in 1971 by Kleg, measured the attitudinal change in white students after instruction in an Ethnic Relations unit. This study addressed the effect of cognitive knowledge on ethnic attitudes among inner city white high school students. There was one experimental and one control group, each of about 36 students. Subjects were pre-tested, post-tested, and delayed post-tested one month later using both cognitive and attitudinal measures. Analysis of covariance and correlation were used to determine the relationship between cognitive achievement and retention to attitude change. The results indicated a generally significant change immediately following the instruction, but not after the delayed post-test. (Kleg, 1971).

Page analyzed racial attitude change in eleventh grade students using a black literature package in 1974. He used three intact classes of sixty-five male and female students taught by one female English teacher in a nearly all white school. All classes were labeled "college-bound" or "academically able". The first class used a black literature package independent of the teacher, the second used a black literature package in a usual and normal language arts format and the third class did not receive any black literature treatment. He found that there were no significant changes in racial attitudes amongst the three classes studied (Page, 1974).

Watson investigated the opinions expressed about blacks by graduating seniors. He attempted to answer whether or not the number of social studies courses completed had an effect on the opinions of the students. No relationship was found. However, a course dealing with racial opinions and issues as a major objective was successful in bringing about more positive opinions about blacks. Recommendations included expanding existing programs within the curriculum, and creation of imaginative and effective new programs to deal with this at the lower grade levels, requiring minority group relations as a part of the high school curriculum, in-service training for staff members and a social studies program to confront students with the crucial questions facing American people today (Watson, 1974).

Weston conducted a study trying to reduce prejudice among ninth grade World History students. She custom designed a prejudice reduction program drawn from many sources. The results indicated a reduction of prejudice as compared on pre-tests and post-tests. Fifty percent of the total target group improved their prejudice rating by one category. She concluded that carefully selected prejudice reduction activities and attention to opportunities within the regular curriculum can reduce prejudice (Weston, 1990).

Lowe saw a need to examine improving interpersonal relationships among senior high school students in a recently desegregated school. He studied the effectiveness of group process techniques and value clarification strategies for changing attitudes of the student participants. Results showed the program achieved some success in modifying attitudes toward self and

others. Lowe suggests the need for further study with additional instruments and with participating students at different grade levels (Lowe, 1973).

For all the anti-racism efforts being made, Carter suggests that one shortcoming of this training is that it does not explore differences in "white" awareness of their status as racial beings. He identifies white racial identity attitudes, their characteristics and suggested solutions. One hundred white college students were solicited from an introductory psychology class. Participating students were given credit toward their course grade for participating. The findings suggest programs that help people explore and discover their racial identity, and the issue of race and racism and its complexities, be integrated into a comprehensive and ongoing program (Carter, 1990).

A related study was performed by Donna Desforges et al measuring the effects of structured cooperative contact on changing negative attitudes toward stigmatized social groups. Their study focused on attitudes toward former mental patients. Traditional routes for change are direct and indirect. They suggest cooperative learning opportunities will be successful. They used 214 undergraduate students who received course credit for participating. Findings show that although the results do address issues regarding the reduction of prejudice through contact with a specific member of a negatively stereotyped group, they do not necessarily imply that changes in attitudes will automatically translate into changes in overt behavior (Desforges et al, 1991).

In 1986, the State of Maryland examined changes in ethnic, religious and race-related attitudes using a random probability sample of 1135

Maryland residents. They used many questions replicated from a study in 1982, so they could identify changes over the specified period of time. Findings reveal that younger adults are less likely than their older counterparts to see prejudice against certain minority groups. Some minority groups received more prejudiced feelings on the "feeling thermometer" than other minority groups. In some areas, major changes were noted in both directions , and in other areas, there was no change noted between 1982 and 1986 (The Survey Research Center, 1986).

The recurring themes in this literature review are that cognitive sophistication, critical, high level, and complex thinking are important and that cooperative and experiential learning opportunities are most beneficial. As schools today are looking at restructuring, it is important to keep in mind that the goals of restructuring go hand in hand with these themes. Perhaps restructuring and implementing these strategies will not only engage the learners, but enable students to create a prejudice free society as a by-product.

STUDY AT PINER HIGH SCHOOL

Statement of the Purpose

Attitudes of high school students toward stereotypes, prejudice and racism are the focus of this study. Research indicates a critical need for building tolerance and reducing prejudice. Aforementioned strategies call for cognitive sophistication, critical and high level thinking skills to be employed while engaged in prejudice reduction exercises. This study uses a pre and post

test of attitudes, and a multi-media presentation of material to affect the beliefs of college bound senior students of English.

Methodology

Two intact sections of senior academic English at Piner High School in Santa Rosa, California participated in this study. This total of thirty college bound students were selected on the assumption they possess the critical and high level thinking skills needed to modify attitudes. An opinionnaire of commonly held stereotypes and beliefs was administered to these students prior to the teaching of a three week unit. The objectives of this unit include expanding student knowledge of stereotypes, prejudice, racism and their roots in American society, the Holocaust and its ramifications, and the American Civil Rights Movement. Materials used include, but are not limited to: the opinionairre constructed specifically for this study, Night written by Elie Wiesel, films Triumph of the Spirit and Mississippi Burning, the television program "48 Hours on Hate Street" and written material from Dr. Martin Luther King Jr., Richard Wright, Malcom X and many others.

Results

Results table: Please see Appendix I.

Though most previous research did not find much significant difference in attitudes after instruction, this study found an increased tolerance and open-mindedness among subjects. Student attitudes changed on a number of questions, as reflected on the post-test, after participating in the unit. The statement "Race relations in America are getting better"

demonstrated a shift from thirty-one percent agreement on the pre-test to thirteen percent agreement on the post-test. This shift shows an increased awareness of race relations. A greater understanding of Jewish people is illustrated in the responses to "Jews care more about money than anything else". Only seventeen percent disagree with this statement on the pre-test, while forty-five percent disagree on the post-test. An improvement is also noted where sexism is concerned. Twenty-four percent of students agree that "Women are too emotional to hold high political office" on the pre-test, and only thirteen percent agree on the post-test. "Caucasians are more intelligent than African-Americans" shows ten percent agree on the pre-test and only four percent agree on the post-test, thereby expressing an increased tolerance for African-Americans among the respondents. The most impressive shift in attitude occurred in reaction to the statement "There is one superior race". Thirteen percent of respondents agree on the pre-test, and zero percent on the post-test.

The shift in percentages of student responses shows an encouraging modification of attitudes among the students studied.

Implications

As racially motivated incidents of violence escalate in the United States, educators need to do their part to help relieve the ignorance of today's youth. This study used a short time period and made great strides. If prejudice awareness and reduction strategies were integrated throughout the curriculum, imagine what could be accomplished. There are many resources available to educators with regard to teaching tolerance. Two extremely

useful handbooks for ant-racism training are White Awareness by Judith Katz and Reducing Adolescent Prejudice by Nina Hersch Gabelko and John U. Michaelis. These books are full of suggestions, models and activities, and are excellent resources for designing and implementing a prejudice reduction program. The Anti-Defamation League has a program called "A World of Difference" which focuses on prejudice awareness and reduction. Information may be obtained by calling a local office of the Anti-Defamation League. Also available from the Anti-Defamation League is a catalog of print and audio-visual materials for elementary and secondary schools designed to combat prejudice and improve intergroup relations. Another resource available to educators is a new publication, Teaching Tolerance, a quarterly magazine specifically for educators.

The need for committed educators is evident. If today's children are tomorrow's leaders, tolerance and understanding are critical in keeping peace within the United States. Perhaps if the United States models appropriate behavior, the rest of the world will follow suit.

APPENDIX A RESULTS OF TEN QUESTIONS

A/SA= agree/strongly agree
U= undecided
D/SD= disagree/strongly disagree

Attitudes Toward Stereotypes Among High School Seniors

Statement	Pre-test (n=29)			Post-test (n=22)		
	A/SA	U	D/SD	A/SA	U	D/SD
People who experience prejudice bring it on themselves	10%	34%	55%	9%	22%	68%
Race relations in America are getting better	31%	24%	44%	13%	31%	54%
Jewish people are free and generous with their money	3%	62%	34%	9%	77%	13%
Jews care more about money than anything else	17%	65%	17%	13%	40%	45%
Women are too emotional to hold high political office	24%	20%	55%	13%	27%	54%
Caucasians are more intelligent than African Americans	10%	27%	62%	4%	22%	72%
Too many African-Americans would rather be on welfare than work	10%	37%	51%	13%	27%	59%
The United States will not have an African-American President	20%	41%	37%	18%	31%	50%
Most Caucasians are secretly sympathetic to the KKK	10%	41%	48%	13%	36%	50%
There is one superior race	13%	6%	75%	0%	13%	86%

APPENDIX B

PLEASE ANSWER EACH QUESTION HONESTLY. CIRCLE THE APPROPRIATE RESPONSE. "SA" IF YOU STRONGLY AGREE, "A" IF YOU AGREE, "U" IF YOU ARE UNDECIDED, "D" IF YOU DISAGREE, " SD" IF YOU STRONGLY DISAGREE. THANK YOU VERY MUCH.

AGE: 16 17 18 19

GENDER: FEMALE MALE

ETHNICITY: CAUCASIAN AFRICAN-AMERICAN ASIAN LATINO
OTHER:_____

1	MEN DON'T DRIVE BETTER THAN WOMEN	SA A U D SD
2.	WOMEN SHOULD NOT HOLD POSITIONS OF AUTHORITY	SA A U D SD
3.	PEOPLE WHO EXPERIENCE PREJUDICE BRING IT ON THEMSELVES	SA A U D SD
4.	LATINOS ARE HARD WORKING PEOPLE	SA A U D SD
5.	MEN CAN'T COOK	SA A U D SD
6.	AFRICAN-AMERICANS ARE EQUALLY INTELLIGENT AS CAUCASIANS	SA A U D SD
7.	ASIAN-AMERICANS ARE GOOD DRIVERS	SA A U D SD
8.	THERE WILL BE AN AFRICAN-AMERICAN PRESIDENT IN MY LIFE TIME	SA A U D SD
9.	WOMEN SHOULD WORK ONLY IN THE HOME	SA A U D SD
10.	CAUCASIAN PEOPLE ARE GOOD DANCERS	SA A U D SD
11.	PEOPLE FROM DIFFERENT RACES SHOULD KEEP TO THEMSELVES	SA A U D SD
12.	ASIAN STUDENTS EXCEL IN SCHOOL	SA A U D SD
13.	MARRIED COUPLES SHOULD HAVE ONE PARTNER MAKING ALL OF THE IMPORTANT DECISIONS	SA A U D SD
14.	IT IS O.K. FOR MEXICAN-AMERICANS TO ONLY SPEAK SPANISH	SA A U D SD
15.	WOMEN ARE TOO EMOTIONAL TO HOLD HIGH POLITICAL OFFICE	SA A U D SD
16.	JEWISH PEOPLE CARE MORE ABOUT THEIR FAMILIES THAN MONEY	SA A U D SD
17.	GIRLS ARE LESS INTELLIGENT THAN BOYS	SA A U D SD
18.	AFRICAN-AMERICANS TRY HARD TO STAY OFF WELFARE	SA A U D SD
19.	BOYS SHOULD NOT PLAY WITH DOLLS	SA A U D SD
20.	IT IS POSSIBLE FOR THERE TO BE RACIAL UNDERSTANDING BETWEEN DIFFERENT GROUPS OF PEOPLE	SA A U D SD
21.	MOST AFRICAN-AMERICANS DO NOT MAKE IMPORTANT CONTRIBUTIONS TO SOCIETY	SA A U D SD
22.	ALL RACES ARE EQUAL	SA A U D SD
23.	RACE RELATIONS IN THE UNITED STATES ARE GETTING WORSE	SA A U D SD
24.	AFRICAN-AMERICANS ARE GOOD ATHLETES BECAUSE THEY STRIVE FOR GREATNESS	SA A U D SD

25.	MEN ARE SLOBS	SA	A	U	D	SD
26.	MOST CAUCASIANS FEEL THERE SHOULD NOT BE ORGANIZATIONS LIKE THE KLU KLUX KLAN	SA	A	U	D	SD
27.	A WOMAN NEEDS A MAN TO PROVIDE FOR HER	SA	A	U	D	SD
28.	JEWISH PEOPLE ARE FREE AND GENEROUS WITH THEIR MONEY	SA	A	U	D	SD
29.	MEXICAN-AMERICANS ARE BEST SUITED FOR PICKING CROPS	SA	A	U	D	SD
30.	AFRICAN-AMERICANS ARE SOPHISTICATED	SA	A	U	D	SD
31.	CAUCASIAN PEOPLE CAN'T DANCE WELL	SA	A	U	D	SD
32.	MEXICAN-AMERICANS ARE EXCELLENT EMPLOYEES	SA	A	U	D	SD
33.	POOR DRIVERS ARE USUALLY ASIAN-AMERICANS	SA	A	U	D	SD
34.	MANY AFRICAN-AMERICAN CITIZENS HAVE MADE IMPORTANT CONTRIBUTIONS TO AMERICAN SOCIETY	SA	A	U	D	SD
35.	WOMEN ARE CLEAN AND NEAT	SA	A	U	D	SD
36.	UNFORTUNATELY,SOME PEOPLE EXPERIENCE PREJUDICE	SA	A	U	D	SD
37.	AFRICAN-AMERICANS ARE NATURALLY BETTER ATHLETES	SA	A	U	D	SD
38.	RACE RELATIONS IN AMERICA ARE GETTING BETTER	SA	A	U	D	SD
39.	THERE IS ONE SUPERIOR RACE	SA	A	U	D	SD
40.	HAVING FRIENDS OF DIFFERENT RACES IS GOOD	SA	A	U	D	SD
41.	THERE WILL NEVER BE RACIAL UNDERSTANDING BETWEEN GROUPS	SA	A	U	D	SD
42.	IT IS O.K. FOR BOYS TO PLAY WITH DOLLS	SA	A	U	D	SD
43.	TOO MANY AFRICAN-AMERICANS WOULD RATHER BE ON WELFARE THAN WORK	SA	A	U	D	SD
44.	GIRLS ARE SMARTER THAN BOYS	SA	A	U	D	SD
45.	JEWS CARE MORE ABOUT MONEY THAN ANY THING ELSE	SA	A	U	D	SD
46.	A WOMAN WOULD MAKE A GOOD PRESIDENT	SA	A	U	D	SD
47.	MEXICAN-AMERICANS SHOULD LEARN TO SPEAK ENGLISH IF THEY ARE GOING TO LIVE IN THE UNITED STATES	SA	A	U	D	SD
48.	IT IS BEST WHEN A HUSBAND AND WIFE MAKE IMPORTANT DECISIONS TOGETHER	SA	A	U	D	SD
49.	MATH AND SCIENCE ARE THE ONLY SUBJECTS WHERE ASIAN STUDENTS EXCEL	SA	A	U	D	SD
50.	MEN ARE THE BEST DRIVERS	SA	A	U	D	SD
51.	AFRICAN-AMERICANS ARE PRIMITIVE	SA	A	U	D	SD
52.	WOMEN ARE GOOD COOKS	SA	A	U	D	SD
53.	THE UNITED STATES WILL NOT HAVE AN AFRICAN-AMERICAN PRESIDENT	SA	A	U	D	SD
54.	A WOMAN DOES HER BEST WORK AT THE OFFICE	SA	A	U	D	SD
55.	CAUCASIAN PEOPLE ARE MORE INTELLIGENT THAN AFRICAN-AMERICANS	SA	A	U	D	SD
56.	MEN MAKE WONDERFUL PROVIDERS	SA	A	U	D	SD
57.	LATINOS DON'T LIKE TO WORK HARD	SA	A	U	D	SD
58.	WOMEN MAKE GOOD BOSSES	SA	A	U	D	SD
59.	JEWS ARE TIGHT WITH THEIR MONEY	SA	A	U	D	SD
60.	MOST CAUCASIANS ARE SECRETLY SYMPATHETIC TO THE KLU KLUX KLAN	SA	A	U	D	SD

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